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AUTHOR Gonzales, Eileen; Lezama, Juan
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ABSTRACT

The author states that in those classrooms where the dual-language-model approach is implemented on a daily basis, second language acquisition takes place faster than in those classrooms where adherence to the model is ignored or used sporadically. According to this approach, each model functions independently utilizing teaching techniques common to many classrooms, e.g., small group and individualized instruction, peer teaching, and learning center activities. However, in a bilingual/bicultural atmosphere the models teach the entire class as a team during specific times and for specific objectives. (SK)

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a paper submitted at the 1973 TESOL convention by Eileen Gonzales, English Model and Juan Lezama, Spanish Model Resource Teachers of the Valley Intercultural Program, 6015 Camellia Street, Sacramento, California 95819

THE DUAL LANGUAGE MODEL:

A Practical Approach to Bilingual Education

An Introduction. Bilingual/Bicultural Education is the "popular" experience these days. It threatens educators who misunderstand its real purpose, but offers a vehicle for meaningful change to those who recognize learning needs.

Let's examine some of the myths surrounding Bilingual/Bicultural Education.

1). Bilingual/Bicultural Education is a remedial program for those children who come to school with a language other than English. Instructional assistance is provided in Spanish, the child's dominant language, to facilitate his functioning in the regular classroom.

Rather than being remedial, however, a Bilingual/Bicultural program should be an enriching experience. Children from various cultures bring with them to school the tools needed to function educationally. They also provide for their peers the opportunity to share cultures and languages in a multicultural atmosphere.

2). Bilingual/Bicultural Education programs are only for those children speaking Spanish. Spanish speakers from various cultures are segregated from the regular classrooms and grouped together for instruction in Spanish.

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Bilingual/Bicultural programs are not solely for the Spanish speaking population, but rather all those representative of the total community. In order to promote understanding and create respect, the languages and cultures are brought together in a healthy, active environment where a sharing atmosphere exists.

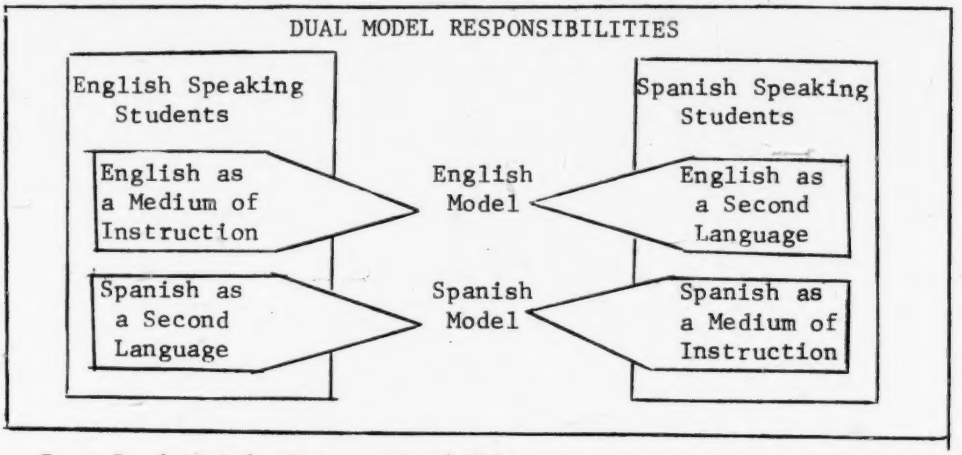
3). Bilingual/Bicultural programs are synonymous with English as a Second Language programs. The Spanish speaking children are grouped together according to their English language needs, and growth in other academic areas is stifled while English is learned.

Even though English as a Second Language is an important component in a Bilingual/Bicultural program, it should not be the entire program. In a traditional English as a Second Language program, English is learned at the expense of a diminished facility in Spanish. Expansion of the native language, cultural reassurance, and acceptance of one another are major goals of a Bilingual/Bicultural program in addition to the acquisition of a second language.

The Dual Language Model. An ideal learning atmosphere in a Spanish/English Bilingual/Bicultural classroom would be one where the learner is exposed to Spanish speaking and English speaking individuals, each of whom model characteristics representative of her culture, including language, food, costume, social patterns and values, but specifically, language.

It is essential that the language role of the teacher and teacher assistant be identified from the very beginning of the year. Each model should consistently use and maintain only her language at all times during the school day. The Spanish language model assumes the responsibility for speaking only Spanish in the classroom. Concept development and the

acquisition of standard Spanish are facilitated in the Spanish speakers while the English speakers are surrounded by the sounds of Spanish outside of the actual class time allotted for structured Spanish as a second language lessons. The English language model assumes a reciprocal stance in that her responsibility consits of teaching the curriculum in English to the English speaking members of the class in addition to teaching English as a second language to the Spanish speakers.

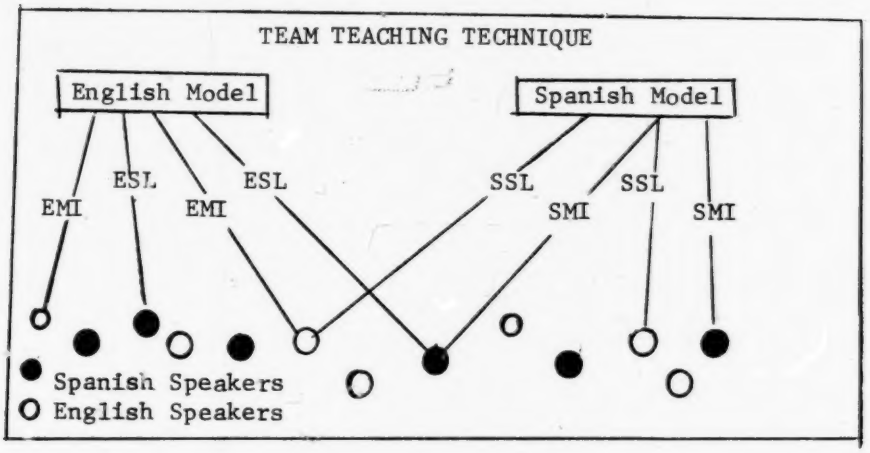


In a Dual Model classroom, children are exposed to a language consistently by one individual and they will come to associate that individual as both an ethnic and language representative. In time and with sufficient stimuli and language reinforcement, students will develop a separate language track without the necessity of continous translation from one language to another. The attempt then is to develop a coordinate bilingual capable of thinking in two languages and a culturally marginal individual who can operate effectively in two cultures.

The Team Teaching Technique. Where two language models are in a classroom, each instructor functions independently, utilizing teaching techniques inherent to any classroom, such as small group and individualized instruction, peer teaching, and learning center activities. However, Team

Teaching is a bilingual classroom instructional strategy where both instructors teach the entire class, each in the language he models. An objective is selected and each instructional model incorporates methods of inquiry teaching to develop related, but not identical lines of questioning.

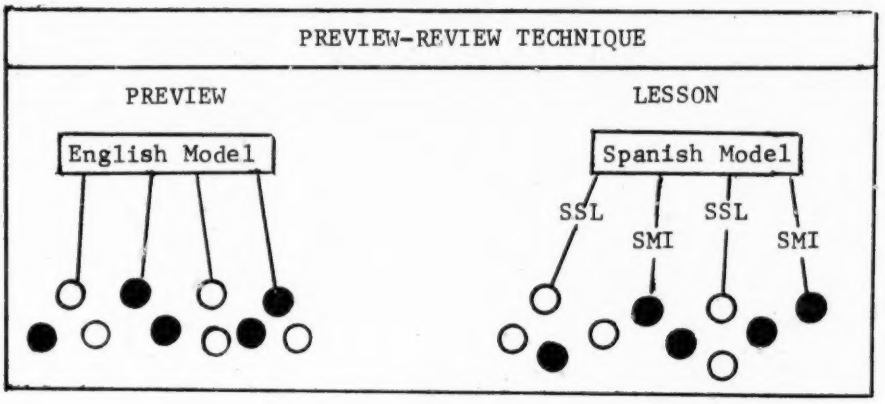
During the Team Teaching situation thought processes are continuing in the vernacular of each child increasing his language ability and cognitive proficiency. The child is also encouraged to respond in either language to the extent of his ability. While conducting a lesson as a team, each instructor keeps in mind that the child's ability to receive and understand second language stimuli exceeds that of his ability to reproduce the language.

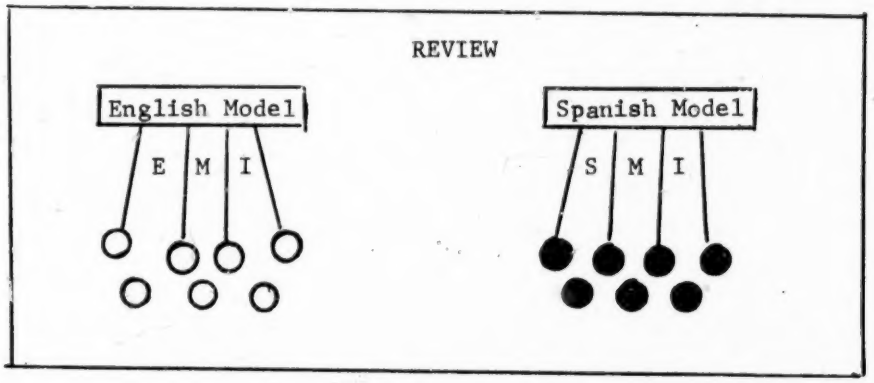


The Preview/Review Technique. Implementation of the Preview/Review Technique initially requires the participation of the entire class, but it differs from Team Teaching where both languages are used cooperatively, in that the content of the presentation is previewed in synopsis form in one language, but the body of the presentation is conducted in the other language. For example, if Spanish is to be used as the medium of instruction, the Preview will consist of an introduction or an explanation of

the subject matter in English to prepare the English dominant children for what is to be presented. Lesson content is then considered in detail in Spanish. The lesson, therefore, is a dominant language lesson for the Spanish speakers and a second language experience for the English speakers.

The Review occurs when the group is divided according to the students' dominant language and a follow-through is conducted by each model. The Spanish model expands upon the ideas introduced and develops related areas of interest. Through the use of inquiry teaching techniques the English Model leads the children through a re-development of the lesson ideas and provides for vocabulary enrichment in English.





Conclusions and Recommendations. The teaching methods described above have their foundation in the area III Valley and Upper Valley Intercultural Programs, a regional Title VII project encompassing twenty-seven classrooms in four counties and nine school districts. Each classroom, Kindergarten through third, is composed of 50% Spanish surnamed and 50% other surnamed children.

As resource teachers, it has been our responsibility to observe, instruct, diagnose, and prescribe materials and teaching methods conducive to achievement of program objectives, particulary those related to dominant and second language acquisition.

Based upon our experiences over the past two years, and at the present, substantiated by test data to be published in July, 1973, we submit the following conclusions relevant to language acquisition:

___the Spanish dominant child's facility in Spanish increases as he acquires English;

___the English dominant child's facility in English increases as he acquires Spanish;

___a child will usually exercise his facility in either language, regardless of how limited, when confronted with an ethnic representation of that language;

___concepts in all subject areas are acquired by the Spanish dominant child in Spanish while he is learning English;

___children reading well in their dominant language are making the transition into second language reading without difficulty and at grade level.

In those classrooms where Team Teaching and Preview/Review techniques are implemented consistantly, it can be concluded that:

___the second language is used spontaneously by each group of children at home and on the playground;

___an atmosphere of mutal trust and respect in the classroom extends into the community;

___ entire faculties have become more cognizant of Spanish speaking children's needs;

___the school has established better channels of communication with English and Spanish speaking parents;

___Spanish speaking children are maintaining and using their language as a result of their new-found self-worth.